

KentuckyHistoricalSociety  
presents

# ★ KENTUCKY'S ★ ABRAHAM LINCOLN

## HistoryMobile Teacher's Guide

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# MIDDLE SCHOOL CURRICULUM CONNECTIONS

## Topics

American history  
Frontier  
Slavery  
Civil War  
Primary & secondary  
sources

## Core Content Links

### SS-08-5.1.1

Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups in U.S. history prior to Reconstruction.

### SS-08-5.1.2

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

### SS-08-5.2.4

Students will describe the political, social, economic and cultural differences among sections of the U.S. and explain how these differences resulted in the American Civil War.

### SS-08-2.3.1

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.

“Kentucky’s Abraham Lincoln” is a 300-square-foot museum exhibit in a tractor-trailer that travels to schools and community events. Read on to learn more about the exhibit, how it relates to elementary social studies, and how you can prepare your students to tour the show.

## EXHIBIT OVERVIEW

“Kentucky’s Abraham Lincoln” uses images, replica artifacts, sound, and interactive elements to explore four aspects of Lincoln’s life:

- His childhood on the Kentucky frontier
- His career path from log house to White House
- His struggle to end slavery in the United States
- His difficult relationship with his native state during the Civil War

The exhibit concludes with a video slide show that illustrates how Kentuckians have commemorated Lincoln, past and present.

## BACKGROUND

The exhibit is divided into five sections that explore aspects of Lincoln’s life and commemoration.

### A Frontier Boyhood

Contrary to popular belief, Lincoln led an ordinary childhood. He lived in a one-room log cabin, did chores on the farm, went to school rarely, hunted, and played. Thomas Lincoln moved his family to Indiana in 1816, partly because he opposed slavery and partly because he failed to acquire land in Kentucky. When Abraham was nine, his mother died, and a year later, his father remarried. Most of these experiences were common among frontier families of the 1810s and 1820s.

### Becoming President

Lincoln considered himself a “self-made man,” and in many ways, he was. He left the world of farming, taught himself the law, and consciously worked to develop the skills and experience that would bring him success as a lawyer and politician. While living in Springfield, Illinois, he made important friends—many from Kentucky—and married Kentucky native Mary Todd, whose ambition and interest in politics paralleled his own.

### The Dilemma of Slavery

Abraham Lincoln opposed slavery on moral grounds, but as president, he confronted the legal, economic, and political barriers to ending this “institution.” Americans in the North and South held diverse opinions about ending slavery, and Lincoln had to consider all of them. His cautious position angered proslavery advocates and abolitionists alike. He accepted the right of slaveholders to recover runaways, but he thought fugitive-slave laws should better protect free blacks. He supported gradual emancipation, but after meeting with leading African Americans decided that forced colonization was impractical and immoral. He was no abolitionist, but he issued the Emancipation Proclamation under the presidential war power, initiating the end of slavery in the United States.

### Lincoln and Kentucky at War

During the Civil War, Kentucky was a pro-Union and proslavery border state that also included a significant pro-Confederate minority. Although President Lincoln was well aware of Kentucky’s importance in winning the war, his policies angered many Kentuckians. The Emancipation Proclamation and the enlistment of African Americans in the Union army worried Kentucky slaveholders. The establishment of martial law infuriated Kentuckians fighting to save the Union and strengthened the resolve of those who supported the Confederacy. Weathering this storm posed an immense challenge for the president and Kentucky.

## BACKGROUND, continued

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### Remembering Lincoln

Kentuckians' negative memories about the Civil War lasted a long time. But by 1909, some worked on a project to commemorate Abraham Lincoln's one-hundredth birthday. The Birthplace Memorial, dedicated in 1911, celebrated Kentucky's native son and symbolized his rise from log house to White House. Kentuckians today have expanded the meaning of the Lincoln story to include the ideas he fought for and his commitment to freedom.

## EXHIBIT FEATURES

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The enclosed color drawings show the basic design of the exhibit. A variety of elements enhance the themes for diverse learners

- Hands-on objects
- Primary sources, including illustrations, paintings, photographs, posters, and other visual sources
- Quotes from Lincoln's speeches and other writings
- Sliding labels that explore Lincoln's career choices
- A matching game that pairs antislavery movements and Lincoln's responses to them
- Audio excerpts from diaries, newspapers, and other verbal primary sources created by Kentuckians living during the Civil War
- Timeline of major events in Kentucky during the Civil War

## PLANNING YOUR VISIT

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There are numerous strategies for maximizing student learning on the exhibit. If your teaching schedule does not allow for pre- and post-exhibit work in the classroom, you can take advantage of the basic program described below. If you want to devote more time to the experience, see the following pages.

## IN THE HISTORYMOBILE

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The Historymobile coordinator will welcome scheduled groups of students into the exhibit and provide a brief, interactive introduction. This 10-minute program will include a quick quiz game and an overview of each area of the exhibit. Next, students will be invited to see the exhibit on their own. Teachers are asked to help monitor students during this free time.

Exhibit rules include:

- Talk, don't yell!
- Take your time, don't rush!
- Use pencils and notebooks or clipboards for assignments.
- Leave all food, beverages, and chewing gum outside the truck.

## ASSESSMENT

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This packet includes multiple choice questions you can use to assess student learning. You can help us evaluate the effectiveness of the exhibit as an instructional resource by completing our online survey at [www.history.ky.gov/historymobile](http://www.history.ky.gov/historymobile).

### Timeline Tour

SS-08.5.1.1

Instruct students to search the exhibit for dates for a class timeline. Give pairs or groups index cards for recording dates and a sentence about what occurred then and arrange the cards in chronological order in the classroom. Use the attached timeline to supplement the students' entries, or search the web for additional dates and images to illustrate the timeline. For an added challenge, sort the cards thematically or narrow them down to the most important Lincoln events.

### Sources of History

SS-08-5.1.1

Challenge students to examine the exhibit's many primary and secondary sources for clues to Lincoln's life and times. The exhibit includes images of illustrations, paintings, photographs, posters, and excerpts from diaries, newspaper accounts, speeches, and other verbal documents. Students can work alone or in pairs to find a source that interests them and answer the questions:

- What is the source?
- Is it a primary or secondary source?
- What does the source say or show?
- How does the source help us understand Abraham Lincoln and his times?

For more detailed generic source-analysis forms, visit the Web site of the National Archives ([www.archives.gov/education/lessons/worksheets/](http://www.archives.gov/education/lessons/worksheets/)).

### Jeopardy Jigsaw

SS-08-5.2.4; SS-08.2.3.1; SS-08.5.1.2; SS-08-1.3.1

Divide students into four "expert" groups and assign each group one of the following social studies themes:

- Issues and events in the Expansion and Conflict Period of American history (Lincoln's lifetime)
- Cause-and-effect relationships;
- Conflict and compromise;
- Rights and responsibilities

Instruct the groups to identify and record facts about their theme. You can use the attached vocabulary list as prompts to make sure important topics are covered. Back in the classroom, challenge the groups to write Jeopardy questions based on their findings. Arrange the questions from "easy" to "difficult" and assign point values, awarding more points for questions that relate to major events of the period or reflect cause-and-effect relationships. Then create a four-column Jeopardy game and re-form the groups to play.

### Character and Consequences

Practice identifying cause-and-effect relationships while considering why many people consider Abraham

Lincoln such a great man. Divide students into groups and assign to each group one of Lincoln's character traits: ambitious, fair, hardworking, respectful, resolute, studious, or others the students wish to explore. Challenge the groups to find evidence of the effects of Lincoln's character on his actions and by extension, the nation. Back in the classroom, have the groups report back to the class and consider how an individual's personality can affect what he or she does and the impact they have on others.

### Word Play

Divide students into groups and challenge them to search the exhibit for definitions of the words from the attached vocabulary list. When they return to the classroom, ask the groups to review the definitions and discuss how the words relate to Abraham Lincoln and American history. Then play a game of Password to test student's comprehension of the words and their ability to generate meaningful synonyms.

### Writing about Abraham Lincoln

Have students gather information in the exhibit to support a literary or transactive writing assignment, such as:

- Writing a short story about a challenge Lincoln faced
- Writing an acrostic poem that captures the most important aspects of Lincoln's life
- Writing a play about the actions and events that made Lincoln one of our most famous presidents
- Writing a pamphlet or booklet about Abraham Lincoln for younger students
- Writing an article for a school newsletter or Web site about what you learned about Abraham Lincoln from the exhibit
- Writing a review of the exhibit as a tool for learning about Lincoln's life and times.

### Many Ways of Knowing Lincoln

Encourage students to capitalize on their strongest "smarts" and practice artistic processes by gathering information in the exhibit to create unique biographical reports, such as:

- Writing a song or developing a playlist of songs (historical or contemporary) to illustrate the triumphs and tragedies of Lincoln's life
- Creating a movement sequence that illustrates an issue that Lincoln addressed
- Acting out a series of scenes that illustrate the most significant moments in Lincoln's life
- Combining images, documents, and other media in a montage about Lincoln's achievements
- Creating a 3-dimensional work of art that commemorates Lincoln's legacy.

## TIMELINE

**1809**

Abraham Lincoln is born to Thomas and Nancy Hanks Lincoln near Hodgenville, Kentucky.

**1810-12**

Thomas and Nancy Lincoln attend the Little Mount Baptist Church, formed by antislavery advocates.



**1811**

The Lincolns move to Knob Creek, the location of Abraham's earliest memories of farm chores and frontier pastimes.

**1816**

Thomas Lincoln moves his family to Indiana.

**1818**

Nancy Hanks Lincoln dies of milk sickness, a common frontier illness.

**1819**

Thomas Lincoln marries Sarah Bush Johnston, who will encourage Abraham to read and learn.

**1830-34**

Abraham Lincoln works as a storekeeper, postmaster, and surveyor.

**1834**

Lincoln begins his first of four terms in the Illinois State Legislature, where he will quickly become a leading member of the state's Whig Party.

**1836**

Lincoln earns his license to practice law.

**1837**

Lincoln moves to Springfield, Illinois, to become the junior law partner of Kentuckian John Todd Stuart.

**1841**

While traveling on a steamboat he boarded in Louisville, Lincoln observes a group of slaves being shipped to New Orleans. The scene will haunt him for decades.

**1841-44**

Lincoln practices law with Kentuckian Stephen Trigg Logan, cousin of his future wife Mary Todd.



**1842**

Lincoln marries Mary Todd of Lexington, Kentucky. Well-educated and ambitious, she will improve his manners and wardrobe and provide important political support.

**1845**

Lincoln establishes his own Springfield law office with Kentuckian William Herndon as junior partner.

**1847**

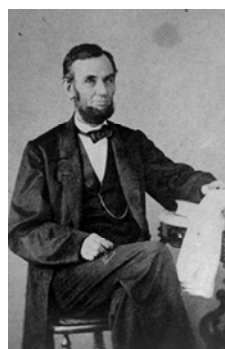
With the help of powerful political supporters, Lincoln is elected to the U.S. House of Representatives. While in Congress he pursues compromise legislation to end slavery in Washington, D.C., and support legislation to prevent slavery in territories acquired from Mexico.

**1849**

In Lexington Lincoln follows proceedings of the Kentucky Constitutional Convention, where a gradual-emancipation amendment fails to win support.

**1854**

Lincoln speaks out against the Kansas-Nebraska Act, which allows settlers in the new territories to decide whether they want slavery.



**1856**

Lincoln declares slavery to be the root cause of the nation's problems.

**1858**

During the Illinois senatorial campaign, Lincoln gains a national reputation in a series of debates with Stephen A. Douglas over slavery extension.

**1860**

Abraham Lincoln is elected the 16<sup>th</sup> president of the United States, although he wins only 1 percent of the vote in Kentucky. South Carolina becomes the first state to secede from the Union.

**1861**

The Civil War begins in April. Kentucky declares neutrality but eventually sides with the Union. A Provisional Confederate Government of Kentucky is formed with its capital at Bowling Green.

(continued)



### 1862

Lincoln appoints Union Brigadier General Jeremiah T. Boyle military governor of Kentucky. To suppress Confederate activities, Boyle begins political arrests, expulsions, and military interference in courts and elections.

### 1863

On January 1, Lincoln issues the Emancipation Proclamation, freeing slaves in states in rebellion. Kentucky's legislature condemns the proclamation, and officials protest the enrollment of free blacks into the Union army.

Union Major General Ambrose Burnside declares martial law in Kentucky.

A scandal erupts when Lincoln allows his widowed sister-in-law Emilie Todd Helm to reside in the White House after she is denied passage south for refusing to swear an oath of allegiance to the Union.



### January-March 1864

Kentucky Governor Thomas Bramlette orders the arrest of five southern sympathizers for every loyal citizen abducted by guerrillas. Federal recruitment of African American troops begins and black refugees pour into Camp Nelson.

### July 1864

Union General Stephen Burbridge orders four guerrilla prisoners shot for every unarmed Kentucky Unionist killed by guerrillas.

### Fall 1864

Kentuckian James Speed works for Lincoln's reelection. In December Lincoln appoints him U.S. attorney general.

### February 1865

Kentucky's legislature rejects the Thirteenth Amendment abolishing slavery. By spring some 70 percent of Kentucky's 225,000 slaves consider themselves free.

### April 1865

Fighting ceases with the Union victory at Richmond, Virginia. President Lincoln is fatally shot while attending a play at Ford's Theater in Washington.

### 1911

The Birthplace Memorial is dedicated in Hodgenville. The National Park Service takes over its management and renames it the Abraham Lincoln Birthplace National Historic Site in 1933.



Images courtesy of Abraham Lincoln Library and Museum of Lincoln Memorial University; Harrogate, Tenn.; the Library of Congress, Prints and Photographs Division; and Abraham Lincoln Birthplace National Historic Site

## EXHIBIT VOCABULARY

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### **Abolitionist**

A person who believed in ending slavery immediately

### **Civil war**

A war between different groups of people in the same country

### **Civil War**

The U. S. war between the Confederacy, or southern states, and the Union, or northern states, from 1861 to 1865

### **Colonization**

A system for relocating freed American slaves and sending them to colonies in Liberia or other places

### **Confederate**

A person who supported the Confederate States of American, the eleven states that declared themselves independent from the rest of the United States just before the Civil War

### **Constitution**

The document created in 1789 containing the principles by which the United States is governed

### **Emancipation Proclamation**

A military decree issued by Abraham Lincoln on January 1, 1863, freeing slaves in states “in rebellion,” or the Confederacy

### **Enslaved**

A person who has been forced to become a slave

### **Frontier**

A region that forms the edge of a settled or developed territory

### **Fugitive slave**

A slave who has escaped

### **Gradual emancipationist**

A person who believed in freeing slaves over a period of time

### **Guerrillas**

Small groups of soldiers or others that attack the army, towns, or people

### **Lawyer**

A person trained to advise people about the law and who acts and speaks for them in court

### **Legislature**

The branch of government that makes laws for a country or state

### **Martial law**

Rule by the army in a time of war or disaster

### **Memorial**

Something built or done to help people remember a person or an event

### **Politician**

A person who runs for or holds a government office

### **Proslavery**

In favor of, or for, slavery

### **Recruitment**

Efforts to get people to join the armed forces or other organizations

### **Runaway**

An enslaved person who has escaped; also called a “self-liberationist”

### **Secede**

To formally withdraw from a group or organization, often to form another organization. Eleven southern states seceded from the Union to form the Confederate States of America by 1861.

### **Slavery**

A social and economic system in which people (called slaves) are forced to work for others. Slaves are considered property and do not have freedom or other rights.

### **Thirteenth Amendment**

The amendment to the U.S. Constitution that permanently freed slaves in all states

### **Whig**

One of the two main U.S. political parties from the mid-1830s to the mid-1850s

### **Union**

The United States of America

**★ KENTUCKY'S ★**  
**ABRAHAM LINCOLN**

**MIDDLE SCHOOL MULTIPLE-CHOICE QUESTIONS**

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Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

1. Which statement best describes the impact on Abraham Lincoln of childhood on the frontier?
  - ☐ Growing up in poverty convinced him to pursue a high-paying legal career.
  - ☐ Working on the family farm convinced him that he wanted a different kind of career.
  - ☐ The absence of schools convinced him that education was unnecessary for success.
  - ☐ The harsh rural environment convinced him to move to the city.
  
2. Which of the following activities best reflect Lincoln's ambition to become a political leader?
  - ☐ Becoming a lawyer
  - ☐ Adopting a middle class lifestyle
  - ☐ Making important friends in social and political circles
  - ☐ All of these
  
3. Why was Lincoln so cautious about ending slavery?
  - ☐ He was afraid he would be impeached.
  - ☐ His wife's family owned slaves.
  - ☐ He wanted to base his actions on the Constitution and the law.
  - ☐ He did not know where the former slaves would find paying jobs.
  
4. Which statement best describes the difference between emancipationists and abolitionists?
  - ☐ One group wanted to free the slaves and the other wanted to abolish slavery.
  - ☐ One group was proslavery and one group was antislavery.
  - ☐ One group wanted to end slavery gradually and the other wanted to end it immediately.
  - ☐ One group was from the North and the other group was from the South.

Which of the following is NOT an effect of Lincoln's decision to impose military rule in Kentucky?

- ☐ Union generals became the commanders of Kentucky.
- ☐ Enslaved African Americans living in Kentucky were given their freedom.
- ☐ Kentuckians thought to be aiding guerrillas were severely punished.
- ☐ Opposition to Lincoln increased in Kentucky.



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